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GAMIFICATION IN THE ESL CLASSROOM

Alumno/a: Alcántara López, Ana

Tutor/a: Prof. D. Antonio Villodres Moreno

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ABSTRACT

The main purpose of this project is to explain and clarify what *gamification* is from a theoretical point of view, as well as to prove that its use in the English classroom is a great way to motivate students and encourage them to learn. To this effect, the project has been divided into two main sections. The first one corresponds to the theoretical framework, in which the concept of *gamification* will be explained in detail and analyzed. The second section includes a practical approach in which a lesson plan will be developed. This didactic unit will have gamification as the unifying thread with the intention of demonstrating the validity of this methodology in the English classroom.

Key words: gamification, gamified system, gamified experience, motivation, students.

RESUMEN

El objetivo principal de este proyecto es explicar y aclarar el concepto de *gamificación* desde un punto de vista teórico, así como probar que su uso en la clase de inglés es una buena forma de motivar al alumnado y animarlos a aprender. Para ello, el trabajo está dividido en dos partes principales. La primera corresponde al marco teórico, en el que la *gamificación* será explicada y analizada en detalle. La segunda parte incluirá la parte más práctica, que se desarrollará en forma de unidad didáctica. Dicha unidad tendrá la gamificación como hilo conductor con la intención de demostrar su validez en la enseñanza.

Palabras clave: gamificación, sistema *gamificado*, experiencia *gamificada*, motivación, alumnos.

1. INTRODUCTION

Teaching has never been easy, but nowadays is getting more and more difficult. Today, teachers have to deal with a lot more things than just grammar, multiplications or the solar system. Students are bombarded with lots of different distractions and this fact implies that they lose interest in anything that is not on a screen. For this reason, educators must find a way to catch students' attention and, specially, to motivate them.

In the search of a successful method that helps teachers to accomplish those aims, gamification is the clearest option. A well-organized gamified experience can provide educators and students with sufficient motivation to make the teaching process an entertaining task.

However, as mentioned before, it is important to take into account that a gamified system should be well organized in order to be effective. In this way, it is convenient to create the gamification process once that the teacher knows his/her students to take into account what are the things or the objectives that really motivates them. The fact that the gamified system is personalized is crucial in this procedure.

Besides, educators should not forget that they are working with young people that, in general, do not know how to handle their feelings. In this way, if we want a gamified experience to be prosperous emotions are a key aspect to take into account.

Thus, this project will be divided into different sections that will help to understand and to guide the implementation of the methodology, starting with this Introduction (section 1). Section 2 will deal with the theoretical framework, which includes the definition of *gamification*, game elements present in a gamified system, the implementation of gamification in the ESL classroom and its advantages and disadvantages. In section 3, a didactic unit based on this methodology will be developed. Finally, section 4 will include the conclusions drawn in the different parts of this project and section 5 will list all the references used.

2. THEORETICAL FRAMEWORK

In spite of the fact that the term *gamification* may not sound familiar, it is possible to claim that almost everybody has ever been involved in a gamification experience. How could that be possible?

Gamification, which is going to be defined in detail in the following section, has always been part of our lives, but it has become more important with the evolution of the internet.

It is such a recurrent tool that it can be said that it is present in almost every field: commerce, media, work, technology, education, apps and so on (Bilgin, 2020). For instance, most shops have their own gamified systems in which customers are given rewards when they purchase their products.

Focusing this essay in the impact of gamification in the educational environment, different authors and recent studies will be considered in order to establish a first and general idea about gamification itself.

In this way, the first thing to take into account is the fact that gamification is not the use of games in the classroom, as most of us could think. Deterding, Dixon, Khaled & Nacke (2011) were very important in this field, as they were pioneers at defining the term and also making clear the fact that *gamefulness* was not the same as *playfulness*; instead, both terms were complementary (Deterding et al., 2011).

Most of the authors agree in the main purpose of gamification, which, according to Ibrahim and Ibrahim, is:

“to improve user experience and user engagement in non-games services and applications, through the utilization of fundamental game design elements” (2020).

Considering this, it could be said that the word *motivation* is key when talking about gamification. This term has become in an essential element in the classroom, since teachers have noticed that teaching to motivated students is much more easier and gratifying than any other thing. In addition, this is even better in the ESL classroom, as

Brown (2007) affirms: “motivation is a star player in the cast of characters assigned to second language learning scenarios around the world”.

However, as it has been said, it is a fact that gamification contributes to improve motivation, but it is the extrinsic motivation the one that is mainly boosted rather than intrinsic (Ibrahim & Ibrahim, 2020). This means that students are focused mainly on the reward system, instead of paying attention to the activities themselves.

In terms of the effects of gamification, most of the authors agree on the positive consequences of this methodology in the classroom (Hamari, Koivisto & Sarsa, 2014); however, some other authors believe that the results are quite mixed, (De-Marcos, Domínguez, Saenz-de-Navarrete & Pagés, 2014) in other words, not very clear, or even negative (Hanus & Fox, 2015).

Having all this information in mind, a more detailed analysis of the term *gamification* and its implications in education will be done in the following sections.

2.1. Definition of *gamification*

As mentioned before, in the last decades, due to the development of new technologies, the world has completely changed. This has affected every single aspect of society: business, health service, relationships or education among others.

In terms of the latter, students nowadays are exposed to a great number of “new” entertainments and distractions that makes the teaching process a very arduous task. For this reason, teachers needed to create new learning tools in order to keep students focused on their lessons.

Gamification is one of the most used techniques in education and it is possible to find different definitions of the term. In a first place, according to Deterding, Dixon, Khaled & Nacke (2011) *gamification* is the use of game design elements in a non-game context.

In a second place, other authors describe the term similarly but adding some features, as Bilgin, who states the following definition:

“Gamification is a tool that you can use to motivate, keep people in challenge, and encourage them for achievements, outside the digital or traditional games. It has the basic mechanics of a common game idea but it might have different rules or aesthetics too” (2020).

In a third place, focusing the attention now on other authors, the concept of *gamification* is described in the following way:

“Gamification [...] is an approach that does not involve playing games but includes a set of activities and processes to solve problems by applying the characteristics of game elements” (Kim, Song, Lockee & Burton, 2018).

Dealing with the origins of the concept, as noted above, gamification has always been a part of our lives; however, the term itself is not so good. In this sense, some authors state the following :

Gamification as a term originated in the digital media industry. The first documented uses dates back to 2008, but gamifications only entered widespread adoption in the second half of 2010, when several industry players and conferences popularized it (Deterding et al., 2011).

Furthermore, these authors also claim that *gamification* is a contested term, since there are plenty of interpretations. This could have led to the confusion of the idea with other concepts, such as *serious games* or *playful interaction* (Deterding et al., 2011).

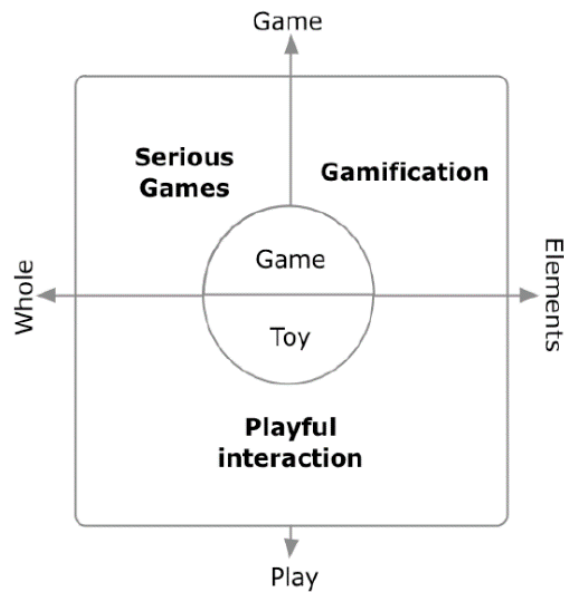


Figure 1. Difference between serious games, gamification and playful interaction (Deterding et al., 2011).

The previous image (Figure 1) represents the main differences between the concepts commented above. There, it is possible to appreciate how gamification is characterized by game elements, not games themselves or play. In other words, gamification does not imply to play games, but using their elements in order to engage and motivate students.

2.2. Game elements

As mentioned before, gamification in education uses game elements in order to improve or make the teaching process more entertaining. As it is stated in the book *The Gamification Toolkit: Dynamics, Mechanics, and Components for the Win*, lessons do not look like a game, but they run like one: students are the players and they “receive points, earn badges, gain new abilities, issue challenges, level up and compete for rewards” (Werbach & Hunter, 2015)

Those are game elements and they can be defined as the aspects that “allow you to create something gamelike that is not, itself, a game” (Werbach & Hunter, 2015: 14).

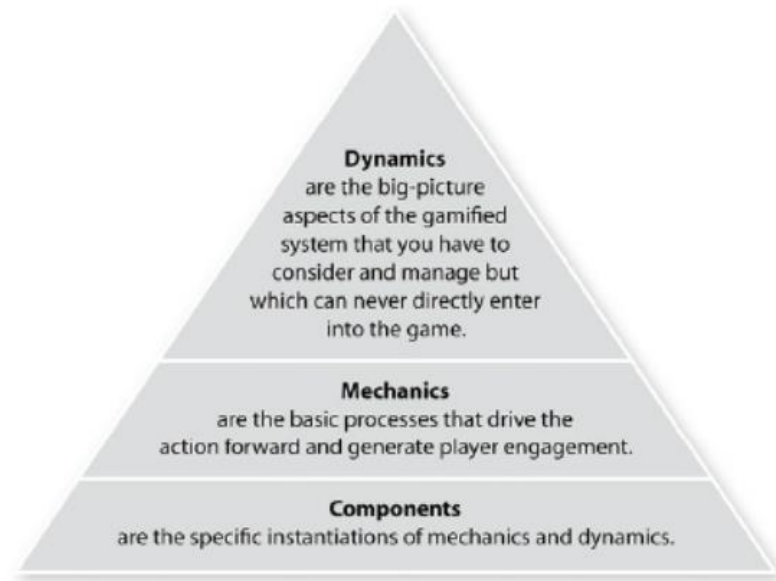


Figure 2. The Game Element Hierarchy (Werbach & Hunter, 2015: 15)

The main elements that are going to be described in this essay are represented in the previous hierarchy (Figure 2): dynamics, mechanics and components. The book *The Gamification Toolkit: Dynamics, Mechanics, and Components for the Win* by Werbach and Hunter (2015) will be followed in order to explain them in detail in the following sections.

2.2.1. Dynamics of gamification

According to Figure 2, “dynamics are the big-picture aspects of the gamified system that you have to consider and manage but which can never directly enter into the game” (Werbach & Hunter, 2015: 15). Moreover, they say that dynamics are the elements that “provide motivation through features like narrative or social interaction” (Werbach & Hunter, 2015: 16).

In other words, we may say that dynamics are not there to tell players explicitly what to do, but to guide them throughout the process. They put users into context, give them some ideas and help them to reach the goal effectively.

It is possible to find five types of dynamics in the gamification process:

a) Constraints

In games, the decisions that you make are very important and every choice has its advantages and disadvantages (Werbach & Hunter, 2015: 19). Constraints are a significant part that make games more difficult, but also more interesting. Without them, games would not engage players as they would not create that sense of tension that makes them attractive, challenging and even addictive.

However, it is important to take into account that not every constraint is a profit. As Werbach and Hunter said:

Users like to feel free within the constraints. So choosing constraints is often a question of balance, and then endless iterative testing to get the balance right (2015:19).

Having in mind constraints' consequences in the classroom, they can be really useful to promote a good decision making and to learn from the mistakes. Nevertheless, we should consider that this is not a simple task and the fact of choosing the right constraints for our students is a matter of trying.

b) Emotions

According to Werbach and Hunter (2015: 19), "a good way to tell if you're using an effective gamified system is whether it's pushing your emotional buttons".

They affirm that even negative feelings can be positive if they are handled properly (Werbach & Hunter, 2015: 19). That is to say, some of those negative emotions can invite the players, in this case the students, to try one more time and learn, once again, from their mistakes. However, it is important to ensure that the challenge or obstacle is accessible for them.

Furthermore, Werbach and Hunter say that "emotions are relevant even in serious contexts such as work or education" (2015: 20). This is something

obvious, since we are working or teaching people, and feelings are always bounded to them. In the case of education particularly, emotions are crucial due to the fact that we are dealing with people that, normally, do not know how to handle those feelings, so teachers should have that into account in order to work with them in the best way possible.

In this way, games allow for dealing with emotions, which is something that is becoming more important currently. As it was said before, education should be focused not only on general and specific knowledge, but also on emotional intelligence. Teaching kids and adolescents to control their emotions is something essential that they should acquire in order to mature and become in adults.

Moreover, Werbach and Hunter states: “you can still feel the difference between an environment that’s dull and one that sparks your excitement and curiosity” (2015: 20). This has a lot to do with intrinsic motivation, which is defined by Ryan and Deci as the doing of an activity for its inherent satisfactions rather than for some separable consequence (2000: 56).

Thus, it is possible to say that emotions are closely related to intrinsic motivation because players “do not just understand the activity, they feel it” (Werbach & Hunter, 2015: 20). This could be very useful for teachers because, if they are able to boost the intrinsic motivation of their students, the teaching process will be so much easier and gratifying.

c) Narrative

In the opinion of Werbach and Hunter, if we want a coherent gamified experience that makes sense of its own, we need narrative that provides our system with inner logic (2015: 20). That is to say, it is important to create a good background or/and a story in order to engage players (students) and make a clear and interesting path to follow.

Besides, these authors claim that the narrative can be explicit (stated) or implicit (not stated directly) and with this game element, “users have a sense

that individual experiences connect up to a larger story line” (Werbach & Hunter, 2015: 20).

Thanks to narrative, users can feel that the things they are doing really matters because, as mentioned previously, they feel connected to the story. This could be also related to intrinsic motivation, as players have the necessity to accomplish a given goal.

In addition, there can be a wide range of narratives, as many as you could think of, even within the same category (Werbach & Hunter, 2015:20); for instance, in the English classroom it is possible to use a Halloween narrative or a Sherlock Holmes’ story.

Nevertheless, we must take into account that the narrative should be explicit in every aspect, such as the users, the interface and every design element (Werbach & Hunter, 2015: 21). If it is not done this way, the story will not be consistent and, therefore, users could lose interest.

d) Progression

It is already known by everyone that all games are characterized by progression, since they are not fixed or unchanging. As Werbach and Hunter express, a gamified system will fail “if users do not feel they have the opportunity to get somewhere” (2015: 21). That is to say, players need to know that everything they are doing is worthwhile or they will give up as soon as they find any difficulty.

Nowadays, progression is something easy to reach due to the advance of technology. However, it is important to think about this Werbach and Hunter’s statement: “Even more important than the way the game changes are the ways the players change” (2015: 21). When speaking about progression, we should not forget the evolution of the users: it is obvious that society is changing and people are not like they were some years ago and also, not every person has the same taste.

Hence, in order to create a successful experience in the classroom, we should take time to know all the students first, and then, create a personalized gamified system that appeals everyone in class.

Finally, considering the words of Werbach and Hunter: “When designing a gamified system, [...] design for engagement at every stage, with different sorts of challenges and opportunities” (2015: 22). In other words, progression should be present in every step and part of the experience, so it does not become monotonous and it keeps engaging users.

e) Relationships

As Werbach and Hunter affirm “games are social” (2015: 22), that is to say, most of games usually involves more than one player. Currently, the other player can be replaced by a digital simulation, but, even if a user is playing on his/her own, he/she wants to share the accomplishments with other people (Werbach & Hunter, 2015: 22).

In addition, relationships and emotions are two game elements especially related as it is hard to understand the former without taking into account the latter and vice versa. Therefore, it can be said that reaching given goals and sharing them with friends “touches deep emotional nerves”, comparable to when people cooking for friends (Werbach & Hunter, 2015: 23).

Thus, it is possible to draw the conclusion that sometimes it is more satisfactory the relationships that someone builds thanks to games than the game itself.

2.2.2. Mechanics of gamification

As stated by Werbach and Hunter on the hierarchy, mechanics “are the basic processes that drive the action forward and generate player engagement” (2015: 15). Besides, they say that mechanics usually represents one or more dynamics:

For example, cooperation, competition, turns and transactions represent types of relationships. Challenges and rewards are means of progression. [...] Chance is a good way to provoke an emotional response. (Werbach & Hunter, 2015: 24).

That is to say, in contrast to dynamics, mechanics are more active game elements that take charge of engaging users. There are plenty of gamification mechanics and they are going to be described below following, as noted above, the guidelines in the book *The Gamification Toolkit: Dynamics, Mechanics, and Components for the Win* by Werbach and Hunter (2015).

a) Challenges

“Challenges are puzzles or other tasks that require some effort to solve” (Werbach & Hunter, 2015: 24). In other words, challenges are those obstacles that the player must overcome in order to make progress and, finally, win.

In order to do it, users need some skills, such as creativity, speed, problem solving, organization, management and many more. The more challenges a person overcomes, the better he/she gets.

Additionally, it is important to have in mind the difficulty of these challenges, as they should be easier at first and then more complex, in order to foster scaffolding.

b) Chance

Considering Werbach and Hunter’s words, chance means that in a gamified system not everything is totally controlled and, by contrary, there are elements of arbitrariness (2015: 24).

According to Dignan (2011: 117), chance can be implemented by introducing randomness and probability into a system. He also adds that the lack of this game mechanic can lead to predictability and boredom.

Furthermore, it is important to be careful with chance because if it is handled well it could be very positive, but, on the contrary, if it is handled poorly, it may be frustrating and disempowering. (Werbach & Hunter, 2015: 24).

Therefore, when planning a gamified experience, it should be taken into account the fact that students should feel that they deserve their achievements, and it is not a stroke of luck.

c) Competition

The *Oxford Learner's Dictionary* defines *competition* as “a situation in which people or organizations compete with each other for something that not everyone can have”.

Taking into account another definition, competition is “tied to a challenge where the user faces another user to achieve a common goal” (Toda, Klock, Oliveira, Palomino, Rodrigues, Shi, Bittencourt, Gasparini, Isotani & Cristea, 2019).

Competition is a fundamental part of games, and in spite of the fact that not all games are necessarily competitive, most of them involve some kind of competition (Werbach & Hunter, 2015: 25).

When we talk about gamified experiences, it is important to deal with the feeling of defeat, which is linked to games, because it usually has a negative effect on learners. However, it is said that competition is “a key element that motivates learners to engage in playful activities” (Sepehr & Head, 2013). For this reason, it is vital to control how competition is handled by players because it could cause some undesirable behavior and foul play.

d) Cooperation

Cooperation is defined by Werbach and Hunter as the situation in which players must work together in order to achieve a common goal that is impossible to reach individually (2015: 25).

In this way, it can be said that cooperation is a key point in the mechanics of a gamified system, because students should learn from a very young age to work together with other people, so that this would be very useful for their personal and professional careers.

Besides, other authors offer a very interesting vision of cooperation (or collaboration) by saying:

“ Collaboration [...] may lessen the burden of competition, since it provides an opportunity for learners to try to solve collective challenges around a common objective” (Vianna, Vianna, Medina & Tanaka, 2013).

Furthermore, cooperation could be considered the opposite of competition; nevertheless, both concepts can be used together (Toda et al., 2019); some authors even affirm that cooperation and competition go usually hand in hand (Werbach & Hunter, 2015: 25), so it would be ideal to have both of them into account when designing a gamified experience for the classroom.

e) Feedback

“Feedback is where the game provides the player with information about how he or she is doing” (Werbach & Hunter, 2015: 25). In other words, feedback can be associated with the information that let players know whether they are in the right path or they should improve their performance.

Feedback can be expressed in many different ways, for instance, by means of simple and quick methods such as a live display of points, an achievement notification popping up on screen. However, feedback can be shown through a “more sophisticated system that keeps the player constantly apprised of his or her performance” (Werbach & Hunter, 2015: 25). In the end, it does not really matter how feedback is given to users, what is important is to let players know.

f) Resource acquisition

Focusing now the attention on resource acquisition, it can be defined as the collection of items that can be useful within the game or just fun to collect (Werbach & Hunter, 2015: 25).

Moreover, the resources acquired could be valuable, so players can trade them with the rest in order to obtain benefits, other resources and so on.

(Werbach & Hunter, 2015: 25). There is a wide range of resources, it depends on the gamified experience.

Also, they are a great source of motivation for users, so knowing your students' interests would be very convenient in order to design attractive resources.

g) Rewards

A reward is a kind of prize that a player receives from a given action or achievement. They can be valuable in the game, for example, extra points, a badge or some benefits, or they can have value outside the game, such as cash prize (Werbach & Hunter, 2015:26).

In the case of the gamified experience in the classroom, rewards can be thought to have external value too, not cash prizes obviously, but some other like an organized trip for the whole class.

Furthermore, the gamified system can be designed so that rewards are obtained regularly or at random. Sometimes it is possible to employ both kinds of rewards (regular and arbitrary).

h) Transactions

"With transactions, players can trade each other, either directly or through intermediaries such as market place for buying and selling goods" (Werbach & Hunter, 2015: 26).

Other authors clarify the concept of transaction by offering some examples, such as trading points for advantages within the environment and related to the content (Toda et al., 2019).

Once again, transactions are another game element that makes the task something much more interesting. Besides, they can be used in order to work the mathematical competence in the language classroom.

i) Turns

As it is known, “turns mean that all players need not participate at the same time” (Werbach & Hunter, 2015: 26). They are part of a great amount of games; however, they are not common in video games.

Turns are a common mechanic that can turn the game into something much more thrilling for players, increasing the sense of tension and excitement.

j) Win states

In the words of Werbach and Hunter, a win state is “an objective that makes one player the winner of all or part of the game” (2015: 27).

It is important to mention that win states are not very common or central in gamified experiences, due to the fact that in these cases the main objective is to keep the users participating instead of reaching the end.

2.2.3. Components of gamification

On the one hand, following the hierarchy in section 2.2 one more time (Figure 2), the components of gamification are “the specific instantiations of mechanics and dynamics” (Werbach & Hunter, 2015: 15). In other words, they are “specific manifestations of mechanics, which are in turn manifestations of the dynamics” (Werbach & Hunter, 2015: 28).

On the other hand, they can also be defined as the more recognizable or characteristics elements of a game, as it is not possible to see the progression of a game itself, but you can see trophies or badges.

Usually, the best-known components of games are points, badges and leaderboards; nevertheless, these are not the only options. (Werbach & Hunter, 2015: 28). Next, they all will be described.

a) Achievements

According to Werbach and Hunter (2015: 28), “achievements are defined objectives”. They are crucial in order to make progressions and get to the end of the task.

b) Avatars

“Avatars are visual representations of a player’s character” (Werbach & Hunter, 2015: 28). They can be a picture or something simpler as a colored shape and they must identify the player uniquely.

Considering this, it would be ideal that every user chooses his/her own avatar, so we guarantee that everyone feels identified with it, which is the main requirement.

c) Badges

Badges are similar to avatars, since their main purpose is to symbolize visually something; however, avatars identify players and badges represent achievements (Werbach & Hunter, 2015: 29)

As it is obvious, the more badges you get, the better.

d) Boss fights

As it is stated by Werbach and Hunter, “a boss fight is an especially hard challenge at the culmination of a level” (2015: 29).

In video games, they are usually represented by the final fight with the more fearsome creature, monster or character of the game. For example, in Super Mario Bros video game, the final boss is represented by Bowser, which Mario has to defeat at the end of every “world”.

Nevertheless, boss fights do not have to be so specific and they could consist of something more general.

e) Collections

In the words of Werbach and Hunter,

“collections are personal sets of virtual items, gear, or other game-derived resources, which may be organized into categories and, in some cases, visible to other players” (2015: 29).

Hence, it is obvious to say that collections are closely related to resource acquisitions from mechanics of gamification, as they are the place where they are kept.

f) Combat

As stated by Werbach and Hunter, a “combat is a concrete battle that is typically short-lived and part of the larger struggle” (2015: 29-30).

Combats can decide whether players get benefits, such as achievements, badges or resources, or they lose, which can mean that they have to try again or they have no more chances.

g) Content unlocking

This game element is defined as “a form of reward that makes new aspects of the game available only when players reach certain objectives” (Werbach & Hunter, 2015: 30).

Content unlocking is typical of video games, but that does not mean that it can be used in gamified systems, it is just a matter of adaptation.

In addition, one more time, this can be useful to motivate players so that they can prove that they can go further than they expected.

h) Gifting

Gifting is where users share or donate their resources with others in the game or outside the game (Werbach & Hunter, 2015: 30).

It is possible to think that this has a lot to do with cooperation and it has in a certain way; however, gifting is an unselfish act that it is done without expecting any reward.

i) Leaderboards

According to Werbach and Hunter, “leaderboards are visual displays of player progression and achievement in rank order among some group of players” (2015: 30).

Leaderboards are closely related to one of the mechanics of gamification, competition. Users can see who is winning, who is losing and who they need to defeat in order to progress in the ranking.

Furthermore, on the one hand, they boost emotions and motivation once again; but, on the other hand, it can have negative consequences if it is not handled properly.

j) Levels

Levels are the best way to check a player’s progression; they help users to see what they have achieved and what is left for them (Werbach & Hunter, 2015: 31).

It is almost impossible to think about games without having in mind levels. They are a key element in any gamified system, as designers use them to engage users adding more and better rewards in higher levels.

As in the case of challenges, level should promote scaffolding, so students are able to acquire complex knowledge throughout the gamified experience.

k) Points

As everybody knows, “points are numerical representations of game progression” (Werbach & Hunter, 2015: 31).

Points are decisive in order to reach higher levels or get given rewards and, normally, they are connected with victory.

l) Quests

Quests are defined by Werbach and Hunter as “concrete examples of challenges that are defined ahead of time for players” (2015: 31). Besides,

they say that quests are usually connected with a narrative and may have specific rewards (2015: 31).

According to this definition, since the quest is decided in advance, it would be ideal to design something specific for the students once the teacher knows them. In this way, the success of it is guaranteed, which is great so that users feel that their interests are taken into account.

m) Social graph

Werbach and Hunter defines this term in the following way:

“A social graph is a display of the social connections that players have amassed in their time playing, showing players their friends as potential allies, competitors, or other participants within the game” (2015: 31).

Social graphs are a great tool to work with in the classroom as they are a good way to work with other people and create new relationships. In schools, it is usual to see how students always tend to play, talk or interact with the same group of people, but thanks to social graphs this may change.

With social graphs, students can find out that the possible allies they have are people who they do not really know, so new relationships can be built.

n) Teams

As stated by Werbach and Hunter, “teams are defined groups of players who work together for a common goal” (2015: 32).

Teams are the best way to work cooperatively, which, as mentioned in previous sections, is a key point. Students must learn how to work properly with other people, so practicing it through a gamified experience is such a great way to learn some basic values.

o) Virtual goods

Virtual goods can be defined as “valuable game assets that are often translated into real-world value” (Werbach & Hunter, 2015: 32).

Like transactions, virtual goods can be used in the language classroom in order to work the mathematical competence, as players can exchange their goods or sell them.

However, it is important to have in mind that some game elements are not the same in every game experience. For example, virtual goods are typically related to real money (Werbach & Hunter, 2015: 32), which is not appropriated in an educational environment. In this way, it is possible to replace that real money for many other forms of rewards, such as points, badges or something real like candies, it depends on the students.

2.3. Gamification in the ESL classroom

Once again, it is obvious to say that current education has changed completely; this fact implies that teachers have to be updated with the new educational trends, including gamification.

Gamification has become a recurring methodology in education nowadays, as it is stated in a NMC Horizon Report:

“the Gamification of education is gaining support among educators who recognize that effectively designed games can stimulate large gains in productivity and creativity among learners” (2014).

Focusing our attention in the ESL classroom, it is said that gamification engages English learners particularly, since L2 education has always been related to technology innovation (Figueroa, 2015).

In the acquisition of a second language, motivation is a key element and, as stated by Figueroa (2015), the motivation provided by the gamification experience makes possible to improve the language learning experience as well as the acquisition of the skill to solve any challenge.

Furthermore, it is easier to learn and/or practice a second language, in this case English, when other people are involved, so the process does not become a mainly theoretical procedure. In this way, gamification is able to offer that social part that

makes users to respond in a natural way (Fogg, 2002) and, therefore, to communicate much more effectively.

In addition, the fact of “disguising” the different educational objectives as “challenges” makes the learning process more entertaining and it gives the English teachers alternatives to plan successfully the language learning experience and fluency levels (Figuroa, 2015). Once more, gamification let students learn and practice English unconsciously, since they see it as a game.

Besides, the performance of learners in the English class improves when they are publicly recognized (points, badges and so on). According to Buckingham (2014), the use of these rewards it is an important motivational tool that is closely related to achieving fluency in L2.

In the end, it can be claimed that gamification is a significant methodology in the ESL classroom since it makes possible to achieve some goals, such as motivation, communicative skills and fluency, that are difficult to reach with any other method.

2.4. Advantages and disadvantages of gamification in the ESL classroom

Once that the term *gamification* has been explained in detail, it is important to have in mind its main advantages and disadvantages in order to put it into practice in the classroom in a more efficient way.

In this sense, it is possible to find several advantages of a gamified experience in the classroom. In a first place, it is said that any subject can be gamified (Bilgin, 2020), which means that there are infinite ways to work with gamification in education, so it can be easily adapted to the contents, the students, the context or any other feature. In our case, teaching English through gamification is quite easy since it is a subject that can be adapted to any methodology without much difficulty.

In a second place, gamification is an excellent tool to motivate and engage students, and as proved in a meta-analysis by Orhan Özen (2017), that is closely related to student achievement. If we are teaching motivated students, particularly intrinsically

motivated, they will find out that the learning process is much more interesting than memorizing some rules or facts.

In this way, Jueru, e Silva & Ferrão (2019) claims that the application of gamification in education is presented as a solution to the apathy and disinterest of students. Thus, gamification is seen by students as something new and original that makes classes something more ordinary and that makes invisible the pressure to learn (De Oliveira Durso, Reginato & Cornacchione, 2019).

Besides, gamification is able to “provoke a feeling of satisfaction and well-being in learners and boost their attention and concentration levels” (Weissheimer, Marques de Souza, Lobo Antunes & de Souza Filho, 2019). Those aspects are crucial in a classroom: on the one hand, students feel good throughout the learning process, which allow them to work more effectively and take more advantage of the lessons; on the other hand, teachers evidence that their jobs are worthwhile and that is the greatest gratification.

Additionally, the wide adoption of technology “in both personal and professional contexts” has made easier that task, since it has increased significantly the range of possible options when trying to make lessons more fun and engaging (Sajinčič, Sandak & Istenič Starčič, 2020). Nowadays, it is much simpler to create new and original contents for students, since there are thousands of online resources there for teachers to use.

Nevertheless, it is said that the main advantage of adopting gamification in the classroom may be the fact that it makes students more productive (Kim, 2012). The Spanish educational system has always been criticized because of the way in which languages are taught: teachers are said to focus on theoretical aspects rather than on communication. That causes that students are only prepared for taking exams, but they are not able to face real communicative situations and, in spite of the fact that they have been learning the language for many years, they do not have a sufficient level. Gamification is a powerful tool to change that, since it is possible to create situations in which students can be encouraged to be much more productive.

In a third place, gamification is said to be a successful way to address some of the negative behaviors associated with students (Yanes & Bououd, 2019). Taking this into account, some of those behaviors, such as lateness, side conversations, bad temper or cheating, can be changed in a more indirect way thanks to a gamified system. By doing this, teachers avoid pointing students in front of the class, which usually has negative consequences, and students may change their negative behaviors unconsciously.

Finally, it is important to mention that there are specific studies that proves, once again, that the use of gamification in the classroom offers mainly positively oriented results (Majuri, Koivisto & Hamari, 2018).

However, gamification is not a perfect method and there are a few things to take into account when putting it into practice. In effect, any subject can be gamified but there are some studies that states that not every student benefit from the use of this tool in the classroom (Majuri et al., 2018). Some authors support this idea by adding that every learning process and class is different, so it may not be a solution to every problem or the optimal way to address the situation (Sajinčič et al., 2020).

In this way, Hung (2017) works along the same lines and he includes some facts that evidence some disadvantages of gamification. On the one hand, he claims that it is difficult to find the perfect match of a game to the concept or skill at hand; nevertheless, if we take into account the definition of the concept in previous sections, it is not necessary to match a game to a given content, but to certain game elements, which should be easier. On the other hand, he says that gamification might be a distractor since students may be too focused on rewards and points. Finally, he also states that with gamification students could become satisfied with the tasks of the game so shallow learning may occur.

In conclusion, these facts, together with many investigations, suggest that gamification does not always show the ideal result expected or that it does not produce the maximum effect (Jueru et al., 2019).

Considering all of this, it is possible to affirm that gamification is a great tool to use in the classroom. Nevertheless, taking into account the disadvantages highlighted

previously by many authors, it is essential to understand, once again, that knowing well your students is key when implementing any methodology.

For this reason, as commented above, gamification can be an excellent methodology but only if we know for sure that every single student benefit from it. If we take into consideration our students' interests, likes and dislikes, the teaching process will be easier and gratifying for both teachers and learners.

3. DIDACTIC UNIT

3.1. Justification

The title of this didactic unit is *Tell me how it is* and it is aimed at encouraging students to become aware of the world and people around them and at providing them with sufficient language in order to talk about it. Thus, it is based on the *Objective i* from *Royal Decree 1105/2014*, *b* from *Decree 111/2016* and *12* from the *Order of July 14th 2016*.

3.2. Contextualization

This didactic unit is thought to be taught in the 2nd term of the 3th CSE, approximately in February. Therefore, it is divided into 6 sessions of 55 minutes each one.

As far as the background information is concerned, the class has 24 students, of whom 11 are girls and 13 are boys, with a curricular level of an A2. One of the students has ADHD, however, s/he does not need relevant educational support.

Finally, the classroom is a typical one from a public high school in Torredelcampo, Jaén, which is divided into individual tables, so that it can help the mobility of the students when doing group work. Also, the classroom has a digital board and a blackboard.

3.3. Interdisciplinarity and cross-curricular issues

This didactic unit works the aspect of interdisciplinarity through contents from the subject of History. These can be mainly seen in Activity 3 of Session 4, since the activity implies working with historical women and their most important achievements.

Regarding cross-curricular issues, this lesson plan includes women's equality and a little bit of Andalusian culture. On the one hand, students will work with women's equality in Activity 3 of Session 4, as they will learn more about important women in history. On the other hand, Andalusian culture will be included in Activity 2 of Session 5, since they will work with and discuss about flamenco, which is an essential part of their culture.

3.4. Objectives

In this section, the objectives from the legal documents are going to be developed; besides, the main didactic aims of the lesson plan will appear as well.

In terms of legal documents, objectives are divided into stage and foreign language objectives. In the first place, the stage objectives are found, on the one hand, in the *Royal Decree 1105/2014* from the *Boletín Oficial del Estado* (Sec. I.; pp. 176-177) and the ones that will be worked in the didactic unit are:

- To develop and consolidate discipline, study and individual or group work habits as a necessary condition to fulfill effectively the learning tasks and personal development (Objective b)
- To comprehend and be able to express in one or more foreign languages appropriately (Objective i)

On the other hand, it is necessary to take into account the stage objectives as well, which are listed in the *Decree 111/2016* from *Boletín Oficial de la Junta de Andalucía* (N. 122; pp.30), particularly objective b: to know and appreciate specific elements of Andalusian history and culture, as well as its physical and natural

environment and other peculiar facts of our Community, in order to be valued and respected as a special heritage in the Spanish and universal culture.

In the second place, foreign language objectives are found in *Order July 14th 2016* from *Boletín Oficial de la Junta de Andalucía* (N.144; pp. 212-213), and the ones that are going to be present in the lesson plan are:

- To listen and comprehend specific information from oral texts in several communicative situations, adopting a respectful, tolerant and cooperative attitude (Objective 1)
- To express and interact orally in ordinary communicative situations accurately, practicing dialogues as a way to solve conflicts (Objective 2)
- To read and comprehend several texts from an adequate level to the capacities and interests of the students, in order to extract general and specific information, complementing that information with other resources to acquire new knowledge with a critical thinking (Objective 3)
- To write short texts with many purposes about different topics using adequate resources of cohesion and coherence (Objective 5)
- To use adequately learning strategies and other available resources, including ICT and audiovisual resources in order to get, select and present oral and written information in a foreign language (Objective 9)
- To appreciate the foreign language as an instrument to access information and as a tool for learning different contents, in order to express different artistic manifestations and develop the learning to learn capacity (Objective 11)
- To manifest a receptive and self-confident attitude in the learning process and the use of the foreign language in a creative way, to take the initiative and to participate with critical thinking in communicative situations of the target language (Objective 12)

In the third place, the didactic aims of the lesson plan are the following:

- To be able to compare two or more things
- To be able to highlight the main aspects of people, things, animals or places.
- To acquire sufficient language in order to describe people, things, animals or places.

3.5. Competences and 21st Century skills

The key competences that are going to be developed in this didactic unit are the following:

- Linguistic Communication Competence (CLC): as it is known, every lesson plan of a linguistic subject develops this competence.
- Mathematical Competence and Key Competences in Science and Technology (MSTC): since students will need to apply mathematical thinking when doing the Escape Room.
- Digital Competence (DC): since the students have to work on a daily basis with different apps or web pages in order to do many activities of the didactic unit.
- Cultural Expression and Artistic Awareness (CEAA): students will work with some cultural and artistic elements such as music, films or pictures.

As far as the 21st Century skills are concerned, this didactic unit will cultivate the following:

- Critical Thinking and Problem-solving
- Collaboration, Teamwork and Leadership
- Cross-cultural Understanding
- Creativity and Innovation

3.6. Contents

The contents of this didactic unit are divided in four different sections: comprehension/production strategies, linguistic exponents, communicative function and socio-cultural and sociolinguistic function.

Firstly, comprehension/production strategies are categorized in four blocks and each block has its own strategies:

1. Listening:

- Recognizing and identifying vocabulary related to adjectives
- Listening to and understanding songs and videos about comparatives and superlatives

2. Speaking:

- Producing comparative and superlative sentences
- Describing people, things, animals or places

3. Reading:

- Reading and understanding descriptive texts
- Reading and understanding comparative and superlative texts

4. Writing

- Writing words, sentences and short texts using comparative and superlative adjectives
- Writing a text comparing two pictures

Secondly, the linguistic exponents involved are recycled language, in other words, vocabulary that students already know from previous years, such as *beautiful*, *big* or *boring*; and new vocabulary related to adjectives, for example *crowded*, *furry* or *scary*. In addition, comparatives and superlatives are the main grammatical content and, since these structures are taught in preceding years, students will be able to review them deeply.

Thirdly, in terms of communicative function, students have to be able to compare two or more people, things, animals or places and highlight their main aspects.

Finally, in the socio-cultural and sociolinguistic function, students will work with music and cinema of English-speaking countries, as well as with some other aspects as typical dances.

3.7. Methodology

As it is known, this didactic unit is based on gamification, so many of the elements mentioned in section 2.2. are going to be present. Usually, students find quite difficult working with comparative and superlatives, so it is a good idea to use gamification in this unit because it is a great source of motivation.

In this way, gamification in this lesson plan is based on *@MyClassGame*, which is a Spanish website created by the teacher Juan Torres Mancheño. This is a very interesting web page because it includes every aspect of gamification so, in order to create a new gamified system, teacher only have to include students' information and complete the different sections, such as events, missions and so on.

Paying attention to the gamified system in this didactic unit, the different elements present will be included and commented below. In order to access to the website, these are QR code of the web page and the email and password required:



Email: TFMgamification@gmail.com

Password: tfm12345

3.7.1. Students

Students will be included in the virtual classroom and they can choose their own alias and avatar. The teacher can check students' information as well as their progress in the gamified experience. The teacher is the only one that can add points or take points.

Besides, students will be grouped in six different teams (four students per team). This is a great way to learn how to cooperate and work with different people.

Furthermore, the website includes a chat in which students can communicate with the whole class, so it can be very useful to ask questions and solve them, so everyone participates.

3.7.2. *Adventure or narrative*

The narrative of this gamified system is focused on the current situation because it is impossible to forget what we are living nowadays. For this reason, students will become the subject of an experiment in which doctor put them to sleep for six years in order to find a cure for Coronavirus. After that long sleep, they cannot remember many things so they have to work in order to do the activities and to prove that they still remember what they have learnt.

3.7.3. *Missions*

Students have one different mission in each session, some of them are related to grammar, others to vocabulary, writing and so on. Besides, some of them are individual and some other are for the whole team. If students accomplish the missions, they will get more XP points.

3.7.4. *Events*

In this didactic unit, events will be used to revitalize the class' spirits. Since it will be a gamified lesson plan, it is important to include a certain level of entertainment, so that is what events will be planned for.

3.7.5. Behaviors

Behaviors will add or take points from students' score. Depending on the importance they have, they will change to a greater or a lesser extent. They take into account the behaviors in class mainly.

3.7.6. Badges

They are created to reward students when they improve in the main skills. This is a great tool to motivate students, especially on those skills that are more difficult for them.

3.7.7. Powers

Students can buy powers in order to get some benefits, such as winning extra points or ask for a classmate's help.

3.7.8. Shop

In the shop, students can also buy more things. Items in the shop are usually benefits that students can use once.

3.7.9. Levels

This website allows the teacher to create his/her own levels. In this didactic unit, there will be three levels:

- Level 0 – The beginning: every student will start in this level.
- Level 1 – Getting Better: students will be in level 1 when they have 50 XP points.
- Level 2 – The Best: students will be in level 2 when they add other 50 XP points, that is to say, when they have 100 points.

At the same time that they change the level they can get new benefits.

3.7.10. Others

Once the main gamified elements have been commented, it is important to mention that the website includes other important components such as quizzes or battles. In addition, there is a section in which there are some tools like Random, which is useful to choose students, events and so on randomly; or a timer.

Apart from the gamification methodology, this didactic unit has been thought to be implemented in Coronavirus times. In other words, despite the fact that all the activities had been created to do them in class, most of them can be easily adapted to an online format, so that if there is another lockdown, students can work as if they are in class with the teacher by doing the same activities.

For instance, the final Escape Room in session 6 can be done in class by giving students the riddles one by one as they solve them, or online by uploading the riddles one by one as they solve them. In the same way, activity 5 in session 2 can be done online by uploading to the platform the different tracks from the songs.

3.8. Attention to diversity

As commented above, there is an ADHD student in class who does not need any relevant educational support, so the procedure that will be applied is to provide the student with more time and/or shorter exercises.

All the same, this didactic unit also takes into account fast finishers and slow learners and, in this way, reinforcement and extension work will be provided.

3.9. Materials

The materials that will be used are the one listed below:

- Digital board
- Blackboard

- Mobile phone
- Worksheets
- Flashcards
- Bells

3.10. Lesson plan: Step by step

3.10.1. Session 1

SESSION 1		
ACTIVITY	GROUPING	TIME
1. Alphabet Game	GW - WC	20'
2. Guess who?	IW	10'
3. The Grammar Gameshow	GW	15'
4. Fill in the blank	IW	10'

    	Activity 1. What do you know about adjectives? Let's prove it with the Alphabet Game. In groups, you have to write one adjective with each letter of the alphabet. Then, classify them into the following categories. Finally, they will be discussed in class.			
	Points: - 1 XP per adjective - 2 XP if the adjectives are classified correctly			
	Justification: The aim of this first activity is to revise the students' previous knowledge of the vocabulary that will be treated in this unit.			
	CATEGORIES			
	PEOPLE	THINGS	ANIMALS	PLACES

	Activity 2. Guess who? Match each sentence with a picture. Pay attention to the structure of the sentences.
	Points: 2 XP per correct answer.
	Justification: This activity is aimed at introducing the comparatives and superlatives structure, so that students can remember them.
	Link to the activity: https://es.educaplay.com/recursos-educativos/6546222-guess_who.html 

    	Activity 3. You are going to participate in The Grammar Gameshow. In teams, you are going to watch the video and answer the following questions: https://www.youtube.com/watch?v=cGfF6jll_dU&t=384s 
	Points: 2 XP per correct answer.
	Justification: The aim of this activity is to review grammatical rules in a different and original way.
	1. Write a sentence using the adjective in the comparative form. There is one adjective per team, but if a team is wrong, one of the other teams will have the opportunity to answer and get more points. (Video 0:00 – 3:55) Adjective 1(Video 2:04 – 2:07) → _____ Adjective 2 (Video 2:32 – 2:37) → _____ Adjective 3 (Video 1:42 – 1:47)→ _____ Adjective 4 (Video 2:49 – 2:53) → _____ Adjective 5: (Chosen by the teacher)→ _____ Adjective 6: (Video 2:16 – 2:20) → _____
	2. Do you remember the irregular comparative form of the following adjectives? Good → _____ Bad → _____ Far → _____
3. Which of these comparatives spelling rules is incorrect? (Video 4:06 – 4:40) _____ _____	

 	Activity 4. Fill in the blanks with the comparative form of the adjectives in brackets.
	Points: 2 XP per correct answer.
	Justification: This activity is thought to check if students have understood grammatical rules appropriately.
	1- Tom is _____ (short) his brother. 2- My suitcase is _____ (heavy) yours. 3- Lions are _____ (dangerous) giraffes. 4- New York is _____ (far) London. 5- This activity is _____ (easy) the previous one. 6- Cats are _____ (furry) dogs. 7- Beaches in summer are _____ (crowded) in winter. 8- This film is _____ (interesting) the one you said. 9- Peter is _____ (young) Mike. 10- This CD is _____ (good) that one.

3.10.2. Session 2

SESSION 2		
ACTIVITY	GROUPING	TIME
1. Hot Potato Game	WC	10'
2. Reading	IW	10'
3. Correct the mistakes	IW	10'
4. Just One Question	IW - GW	15'
5. Comparative lyrics	IW	10'

  	Activity 1. Hot Potato Game. For this activity you have to stand up and make a big circle; then, you have to start passing a “potato” (any object in the class). There will be a timer and when the time goes off, the person holding the potato has to make a comparative sentence using the adjective from the flashcard the teacher will show you. Try not to repeat sentences.
	Points: 2 XP per correct sentence.
	Justification: With this exercise, students can review grammar so that the teacher can check if they understood the structures from the previous lesson.
	Flashcards: 

 	Activity 2. Read the following text and answer the questions.
	Points: 1 XP per correct answer.
	Justification: This activity is aimed at providing students with more comparative structures input, as well as practicing the reading skills.
	<u>THE FOOTBALL GAME</u> Yesterday my brother and I went to see a football game. We watched our two favourite teams, the Eagles and the Hawks. It was the second week of the season and the day was much colder than the week before. We arrived at the stadium at 11:30 am, which is a little earlier than usual. We were excited because I love the Hawks and he loves the Eagles. The seats were good, but I wanted something closer to the field. However, we sat and enjoyed the game. Well, we enjoyed it until we started arguing. My brother and I both think our team is better than the other team. He always says to me that the Eagles are faster, stronger, and smarter than the Hawks. I never agree. On this day, he was wrong. The Hawks played a lot better than the Eagles. They looked stronger and tougher than the Eagles. They won by 15 points. One thing I didn't like was that the food and drinks were much more expensive than other places, and tasted much worse. I was surprised that a hot dog cost \$7, which is more expensive than the \$3 I pay outside the stadium. Also, the hot dog was smaller than normal hot dogs. So I was a little sad about my meal, but I planned to get something tastier after the game. Driving home I talked about how much better my team was than the Eagles. My brother was getting angry, and I noticed he was driving a lot faster than usual. We were lucky he didn't crash. Finally he saw a police car so he started to drive slower. We arrived home around 7:00 pm, which is later than normal. Usually we get home at about 6:00 pm. Overall, it was a great day. I love going to the game with my brother. Even though we argue, I wouldn't want to watch the game with anyone else!

QUESTIONS

- 1- Did they arrive late? _____
- 2- Was he happy with the seats? Why? _____
- 3- How his brother describes the Eagles? _____
- 4- Which team played better? _____
- 5- Who won the game? _____
- 6- Did he like the food and drinks? Why? _____
- 7- What happened when he told his brother that his team was much better than the Eagles? _____
- 8- What did his brother do when he saw a police car? _____

Activity 3. Correct the mistakes in the following sentences.



Points: 2 XP per correct answer.



Justification: This activity is thought to practice grammar in a more traditional way in order to check that students have completely understood comparatives.

- 1- The weather in July is hotter than in October.

- 2- Tigers are wilder that cats.

- 3- Sofas are more comfortable chairs.

- 4- Sophia went farer than anyone else.

- 5- Cities are excitinger than towns.

- 6- Rabbits run more fast than turtles.

- 7- Dogs are funnyer than horses.

- 8- Hayley is more pretty than Amy.

- 9- My car is largeer than yours.

- 10- The new restaurant is more popularer than the rest.

    	Activity 4. Just One Question. You have to think of just one question including a comparative about any topic. Then, you have to interview at least 10 of your classmates and write down their answers in ten minutes. After that, you have to join your team and discuss with your teammates the results for five minutes. Pay attention to the examples to guide your questions and answers.
	Points: - 1 XP per classmate's answer - 2 XP per active participation in the discussion of the results
	Justification: This activity is aimed at working with comparatives in a more interactive way.
	Examples:
	What is better: reading a book or watching a film? I think that _____ is better because _____
	Which animals are cuter: cats or dogs? In my opinion, _____ are cuter because _____
Who is more interesting: your dad or your mum? From my point of view, my _____ is more interesting because _____	
Which city is more popular: Madrid or Barcelona? I believe that _____ is more popular because _____	

	Activity 5. Comparative Lyrics. Listen to the song and match each one with the right comparative lyrics.	
	Points: 2 XP per correct answer.	
	Justification: The main goal of this activity is to practice the listening skills, focusing on comparative structures, through music.	
	1-When you're in my arms but you've gone somewhere deeper .	A. <i>One</i> by U2 B. <i>Fighter</i> by Christina Aguilera C. <i>Oblivion</i> by Bastille D. <i>Sorry</i> by Madonna E. <i>All Night</i> by Beyoncé. F. <i>Stronger</i> by Kelly Clarkson G. <i>Losing my Religion</i> by R.E.M. H. <i>Can't Stop</i> by Red Hot Chili Peppers
	2- Oh life is bigger , it's bigger than you.	
	3- Far more shocking than anything I ever knew	
	4- You know the bed feels warmer sleeping here alone.	
	5- Will it make it easier on you now?	
	6- Our love was stronger than your pride.	
	7- It makes me work a little bit harder , it makes me that much wiser .	
	8. There's more important things than hearing you speak	
	VIDEOS A. <i>One</i> by U2 (Video 0:20 – 0:34): https://rb.gy/gpkmi2 B. <i>Fighter</i> by Christina Aguilera (Video 1:05 – 1:15): https://rb.gy/8b6rhx C. <i>Oblivion</i> by Bastille (Video 1:03 – 1:26): https://rb.gy/xltvtl D. <i>Sorry</i> by Madonna (Video 2:18 – 2:38): https://rb.gy/xezsus E. <i>All Night</i> by Beyoncé (Video 4:32 – 4:51): https://rb.gy/swvzwo F. <i>Stronger</i> by Kelly Clarkson (Video 0:08 – 0:17): https://rb.gy/ulmxl1 G. <i>Losing my Religion</i> by R.E.M. (Video 0:31 – 0:47): https://rb.gy/tu9fvI H. <i>Can't Stop</i> by Red Hot Chili Peppers (Video 2:39 - 3:00): https://rb.gy/nyxh11	

3.10.3. Session 3

SESSION 3		
ACTIVITY	GROUPING	TIME
1. Blackboard Scrabble	PW	15'
2. Battleship Game	PW	15'
3. The Grammar Gameshow	GW	15'
4. Fill in the blanks	IW	10'

   	Activity 1. Blackboard Scrabble. The teacher will draw a letter in the center of the board and, in pairs, you will take turns to add words from the vocabulary to fit.
	Points: 1 XP per letter, but if the word you add has more than 6 letters, you will get 2 XP beyond the sixth letter.
	Justification: This activity is aimed at reviewing the vocabulary from the unit in a more relaxing way.
	





Activity 2. Battleship. In pairs, you are going to play the classic game, but in a non-traditional way. In this case, you will have to create Superlative sentences in order to mention a given square. Pay attention to the examples.

Points:

- 1 XP per each HIT!
- 3 XP per sunk ship.

Justification: The goal of this activity is to provide students with some input and check if they remember how to make superlative sentences.

Examples:

	Popular	Fast	Good	Boring	Heavy	Bad	Small
Mark							○
Sharks							
This cinema	△						
Trains			×				
My parents							
Ants							
My laptop							

- To ask for the square with a X you have to say: Trains are **THE BEST** means of transport
- To ask for the square with the circle, you have to say: Mark is **THE SMALLEST** boy in his class.
- To ask for the square with the triangle, you have to say: This cinema is **THE MOST POPULAR** in the area.

	Activity 3. Welcome again to The Grammar Gameshow! In teams, you are going to watch the video and answer the following question:  https://www.youtube.com/watch?v=zfQh-Dg2Ggo&t=17s
	Points: 2 XP per correct answer.
	Justification: The aim of this activity is to review grammatical rules in a different and original way.
	1. Write the superlative form of the following adjectives. There is one adjective per team, but if a team is wrong, one of the other teams will have the opportunity to answer and get more points. (Video 0:00 – 3:02)
	Adjective 1 (Video 1:30 – 1:42) → _____ Adjective 2 (Video 1:47 – 1:50) → _____ Adjective 3 (Video 1:55 – 1:57) → _____ Adjective 4 (Video 2:02 – 2:04) → _____ Adjective 5: (Video 2:09 – 2:11) → _____ Adjective 6: (Video 2:15 – 2:17) → _____

 	Activity 4. Fill in the blanks with the superlative form of the adjectives in brackets.
	Points: 2 XP per correct answer.
	Justification: This activity is thought to check if students have understood grammatical rules appropriately.
	1- Whales are _____ (large) animals. 2- My grandmother is _____ (old) person I know. 3- Smoking is _____ (bad) habit. 4- Paris is _____ (exciting) place I've been to. 5- Disneyland _____ (happy) place on Earth. 6- Lisa is _____ (intelligent) girl in the class. 7- His cat is _____ (furry) cat in the town. 8- This film is _____ (interesting) the one you said. 9- Those earrings are _____ (beautiful) earrings I've ever seen. 10- My mother's cake _____ (good) in the world.

3.10.4. Session 4

SESSION 4		
ACTIVITY	GROUPING	TIME
1. Reading	IW	15'
2. Listening	IW	15'
3. Superlative Women	IW - WC	25'

 	Activity 1. Read the following article and answer the questions
	Points: 1 XP per correct answer.
	Justification: This activity is aimed at providing students with more superlative structures input, as well as practicing the reading skills.
	<u>MOUNT EVEREST: THE HIGHEST GARBAGE DUMP IN THE WORLD?</u> Most people know that Mount Everest is the highest mountain in the world. However, there is another fact that many people don't know: it has become one of the dirtiest mountains in the world. Mount Everest is one of the toughest and most exciting mountains to climb on Earth. It is not the coldest or the windiest place on Earth, but it comes close! These challenges make it one of the most attractive mountains for serious climbers. Since 1952, over 3500 climbers have reached the top. Unfortunately, most of them have left equipment and trash on the mountain. In fact, trash is now one of the biggest threats to the environment on Mount Everest. Local organizations have brought tons of trash down from the mountain. One of the most interesting projects handed over more than a ton of tin cans, glass bottles, and old climbing tools to artists in Nepal. The artists used the trash to create works of art. Then, they sold the art to raise money for local charities. The least expensive work of art cost \$17, and the most expensive one cost \$2400.

ACTIVITIES

1- Circle the correct word to complete each statement.

- According to the reading, Mount Everest is very **clean** / **dirty**.
- Climbing Mount Everest is very **difficult** / **easy**.
- Mount Everest is **an unusual** / **a popular** mountain for serious climbers.
- Climbers **rarely** / **often** leave trash on Mount Everest.
- People create **art** / **charities** from the trash on Mount Everest.

2- Answer the questions.

- What has Mount Everest become?

- Why is Mount Everest one of the most attractive mountains for serious climbers?

- What happens with the trash in Mount Everest?

Activity 2. Listen to a recording in which Penny talks about three different countries and decide if the following sentences are true or false. You will hear the recording twice.

Recording:

<https://esol.britishcouncil.org/sites/default/files/attachments/activity/comparisons%20audiomp3.mp3>



Points: 2 XP per correct answer.

Justification: The goal of this activity is to work and improve the listening skills.

TRUE OR FALSE?

- Penny has worked in two countries.
- She likes the weather in Japan and Mexico.
- Food is very important to Penny.
- She doesn't think that there are many types of food in Britain.
- She ate lots of sushi in Japan.
- She didn't learn any Japanese.
- Mexico is her favourite country because of the food.

Activity 3. SUPERLATIVE WOMEN. As you know, women are superlative leading figures in human history. You will be given a flashcard with information about one important woman. Then, follow the instructions in the worksheet to complete the activity.

Points: in the worksheet.

Justification: This activity is aimed at working with superlatives but in a more original way and through authentic material, as well as introducing the women's equality topic in class.

SUPERLATIVE WOMEN

A. Complete the information about your famous person in the chart below (1 XP per correct square)

QUESTIONS	Rosa Parks	Malala	Marie Curie	Audrey Hepburn	Frida Kahlo	Clara Campoamor
Where / born						
When / born						
Job						
Important achievement						
When / died						

B. Complete the information about the other famous women in the chart by finding students who have the other famous person cards and asking them the questions from the chart (1 XP per correct square)

C. Answer the superlative questions about the famous women (1 XP per correct answer)

- Who was born the closest to where you were born? _____
- Who was born the farthest from where you were born? _____
- Who was born the most recently? _____
- Who lived the longest? _____
- Who was the youngest when she died? _____

D. In teams, discuss the following questions and write the answers (1 XP per correct answer and 3 XP for participation)

- Who was the most important woman in your opinion?

- Which achievement do you think it was the most impressive?

E. Write your own superlative question and ask it to the group. Then, write the answer (2 XP for the question and 2 XP for the answer)

SUPERLATIVE WOMEN FLASHCARDS



Rosa Parks was born on 4th February, 1913 in Alabama, United States of America.

She worked as a seamstress until the incident she had in a bus. As she was a black woman, she was supposed to leave her seat if there was a white passenger. But one day, Rosa refused to do it and started an important civil rights movement.

In this way, she became one of the most relevant activists and she was a role model for many people.

She died on 24th October 2005 in Detroit, USA.

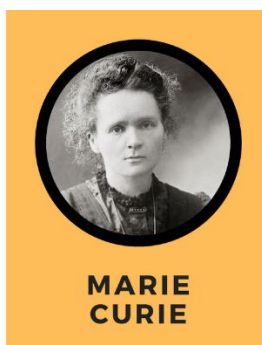


Malala was born on 12th July, 1997 in Mingora, Pakistan.

She was a student. She was 15 years old when she publicly defended women's right to education and, as a result, a man shot her in the head. Fortunately, she survived.

After that, she became a very important activist and the youngest ever recipient of the Nobel Peace Prize.

She is alive and she is still working on women's rights.



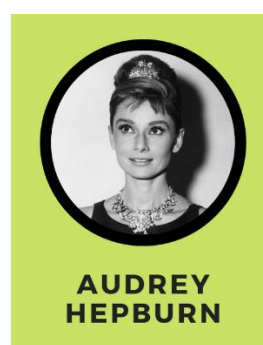
Marie Curie was born on 7th November, 1867 in Varsovia, Polonia.

She was one of the most relevant physicist and scientist in history.

She coined the term radioactivity, discovered two new elements (radium and polonium) and developed a portable X-ray machine.

For all her hard work, she won two different Noble Prizes: one for physics and another for chemistry. She is still the only person that has ever received Noble Prizes for two different sciences.

She died on 4th July 1934 in Passy, France.



Audrey Hepburn was born on 4th May, 1929 in Brussels, Belgium.

She was an important Hollywood actress and a model. She appeared in many films, one of the most famous was Breakfast at Tiffany's. She won several prizes, including an Oscar.

Years later, Audrey left acting aside and started working with UNICEF, becoming a very relevant humanitarian.

She died on 20th January 1993 in Tolochenaz, Switzerland.



Frida Kahlo was born on 6th July, 1907 in Coyoacán, México.

She was a key painter and an artist. Her paintings were based on her own life and they were described as surrealist or magical realist.

She showed in her paintings that she was a strong and independent woman, which was not very common at that time, so she became one of the most influential women in the feminist movement.

She died on 13th July 1954 in Coyoacán, México.



Clara Campoamor was born on 12th February, 1888 in Madrid, Spain.

She was a lawyer but soon she started working on politics because she liked it. She specialized in women's rights.

Once she was a politician, she worked harder than anyone to enable women's suffrage and she succeeded. Thanks to Clara, Spanish women could vote, which was not possible before that.

She died in exile on 30th April 1972 in Lausanne, Switzerland.

3.10.5. Session 5

SESSION 5		
ACTIVITY	GROUPING	TIME
1. Compare the pictures and discuss	PW - WC	15'
2. Writing	IW	20'
3. Running Dictation	GW	20'







Activity 1. You will be showed two different pictures. In pairs, write as many sentences as possible in ten minutes comparing both pictures using comparatives and superlatives. Finally, you will have 5 minutes to discuss them with the rest of the class. There is one example.

Points:

- 1 XP per correct sentence
- 5 extra XP if you include more or less the same number of comparative and superlative sentences.

Justification: This activity is aimed at testing if students know how to use comparatives and superlatives properly by comparing different pictures.






Activity 2. Once you have practiced at comparing two different pictures now it's time to write a text comparing the following photos. Write 100 – 120 words. Here you have a model based on the pictures from Activity 1 with some useful expressions.

Points:

- Appropriate number of words: 5 XP
- Correct grammar and vocabulary: 5 XP
- Spelling and punctuation: 5 XP
- Cohesion and coherence: 5 XP
- Handwriting: 5 XP

Justification: The goal of this activity is to improve the writing skills putting into practice the vocabulary and grammar rules learnt in previous sessions.

Model based on the pictures from Activity 1

The two pictures from Activity 1 show various people dancing, but they look quite different.

On the one hand, people of the first picture are dancing flamenco, which is the most famous dance in Spain. They are more serious than people in the second photo. **In addition**, clothes from picture 1 are more beautiful than clothes from picture 2.

On the other hand, the girls in the second picture are dancing country. **I think that** country is easier than flamenco. The girls look more relaxed than the flamenco dancers.

In conclusion, I believe that flamenco is more interesting than country and it is the most difficult dance in the world.

Pictures



	Activity 3. Running Dictation. In this activity you will work with your teams. Each team will be divided into two groups: RUNNERS/DICTATORS and SECRETARIES. There will be two areas: in one of the areas, there will be different strips of papers with sentences and in another area, the secretaries will be sitting, ready for writing. The runners will go to the area where the sentences are and they have to memorize them as much as they can. Then, they will run back to their secretary and dictate what they remember. This step will be repeated until they have correctly dictated the entire passage. Then, they will check with the teacher that the sentence is correct so they can continue with the rest of sentences. Once you have all the sentences written by the secretaries, you have to put all the sentences in the correct order to create a story.
	
	Points: - 2 XP per correct sentence - 5 XP if the text is in the correct order. - 3 extra XP for the quickest team.
	
	Justification: With this activity, students will be able to practice grammar and vocabulary in a more interactive way, as well as to work with reading skills.
	SENTENCES - I liked it, but I have to admit that Spanish food is healthier than English food. - Then, we went to Piccadilly Circus and it was more crowded than the Palace. - When we landed, I thought Madrid was more beautiful than London. - In short, I loved the city; I think it was the most exciting place on Earth. - The first time I travelled abroad I went to London with my parents. - It was the biggest palace I have ever seen. - The first place we visited was the amazing Buckingham Palace. - Finally, we had dinner in a famous Fish and Chips.

3.10.6. Session 6

SESSION 6		
ACTIVITY	GROUPING	TIME
1. Comparative and Superlative Scenes	GW	15'
2. Escape Room	PW	30'
3. Self-evaluation	IW	10'







Activity 1. You will watch a video with different film scenes. Each team will have a bell and you will make it sound every time you think someone in the video has used a comparative or superlative. The team that make their bell sound in the first place will have to go to the black board and write the superlative or comparative form. If it is correct, they will win 3 points; if it is not correct, the rest of the teams will have the opportunity of earn those points.

Link to the video:

https://drive.google.com/drive/folders/17xwHntBklUpluw0snnpGdda3oxM_Od8x?usp=sharing



Points: 3 XP per correct answer.

Justification: This activity is aimed at reviewing the grammar of the unit by using authentic material such as films and TV shows scenes.






Activity 2. Escape Room. Today you have a special mission: you have to discover what she said in 30 minutes by following the steps. Once you solve the first riddle, you will be given the next one and so on and so forth. You will work in pairs.

Points:

- 5 XP per riddle solved.
- 3 XP if you complete the whole Escape Room
- 3 extra XP for the ones who solve it first.

Justification: The goal of this activity is to finish revising the unit by means of an engaging activity that motivates student.

ESCAPE ROOM

WHAT DID SHE SAY???

ESCAPE ROOM



DID YOU HEAR WHAT HAPPENED YESTERDAY???

Really?? Everyone is talking about it!!

It seems that Peter finally decided to talk to Emily about the argument they had last week. But... no one could hear what she said to Peter!

Oh sorry! There is a person, Ariana, who could hear it, but she is resistant to tell us. Instead, she wants us to solve some riddles to find it out.

So let's start and we will know...

WHAT DID SHE SAY???

RIDDLE 1

In the first riddle, Ariana said:

"Yesterday, Peter and Emily met ten minutes before nine, earlier than usual. Then, they started the most interesting conversation at five to nine. After a long time, at quarter to ten, they went home faster than ever. Finally, Peter told me everything at ten to eleven."

Which four activities did they do and what time?

(One of them is done so you can take it as an example)

They met

08:50

Add the **MINUTES** and the result is the first solution. **THE NUMBER IS** _____

RIDDLE 2

Ariana said that you were great! Now, here you have some sentences that she told you about the fight, but they should be in the comparative or superlative form. Write **ONLY THE ADJECTIVES** in the comparative and superlative form in the following squares. You will have one as an example.

- 1- It was big argument they had
- 2- Emily looked angry Peter.
- 3- Peter was sad.
- 4- Peter was nice Emily.
- 5- The conversation was bad he expected.

1	T	H	E	B	I	G	G	E	S	T
2										
3										
4										
5										

a 1
b 3
c 5
d 9
e 8
f 25
g 13
h 12
i 23
j 21
k 6
l 10
m 18
n 16
o 11
p 2
q 14
r 22
s 17
t 19
u 27
v 7
w 15
x 20
y 24
z 4

ADD the numbers of the letters in circles and the result is the second solution. THE NUMBER IS _____

RIDDLE 3

You're killing it!! Ariana is almost ready to tell you! Now it's time to build the irregular comparatives and superlatives puzzle and make a sentence with the syllables in the pieces. Join the the adjectives with their comparative or superlative form.

1

FAR

BR

2

GOOD

A

3

BAD

FR



Once you put the time expressions in order, you will get a sentence. THE SENTENCE IS _____

RIDDLE 4

Great job!! You're almost there!!

You just need one more riddle. Let's follow the steps:

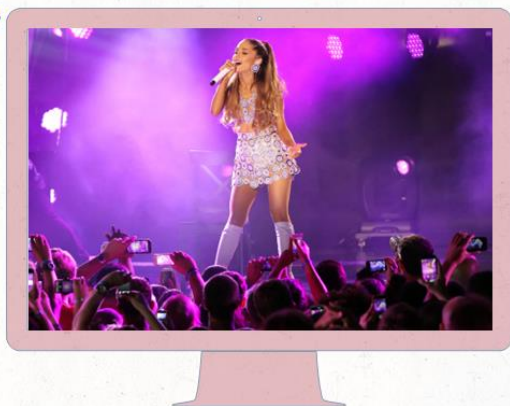
1- Do you remember the numbers you got in riddles 1 and 2? **ADD** both numbers and write : after the first number (for example $210 + 38 = 248 \rightarrow 2:48$), so you will get a given minute and seconds from a song.

2- Do you remember the sentence from riddle 3? It's the name of a **SONG** by Ariana Grande. This is the **LINK** to the song:

<https://www.youtube.com/watch?v=L8eRzOYhLuw>

Now, **PLAY** the song from the minute and seconds you got in step 1 and the first **SENTENCE** that you hear is **WHAT SHE SAID!!**

SHE SAID: " _____ "





Activity 3. Self-evaluation. Click the following link and complete the questionnaire about what you have learned in the unit.

Points: 5 XP for completing the questionnaire.



Justification: With this activity, our students will be provided with more practice of the grammar in a different way.

Link: <https://forms.gle/YMRtd26njsrn47cEA>



3.11. Reinforcement and Extension Work

3.11.1. Session 1



Activity 1. Search for words from the vocabulary in the puzzle.

Points: 1 XP per word.

Reinforcement Work

Name: _____

Adjectives

C	I	N	D	L	S	F	Z	J	K	D	D	Z	D	W	N	K	M
R	B	N	J	A	A	S	U	Q	T	O	R	H	A	P	P	Y	O
O	R	S	T	L	N	R	F	R	B	O	R	I	N	G	B	Q	P
W	A	S	H	E	K	G	G	I	R	J	S	E	R	N	E	N	K
D	I	J	A	O	R	I	E	E	H	Y	Q	X	O	A	A	X	N
E	N	N	M	D	R	E	G	R	I	V	I	C	T	Y	U	B	I
D	L	E	W	Y	F	T	S	B	O	H	V	I	L	R	T	A	C
T	E	P	F	I	R	X	S	T	Q	U	U	T	O	C	I	D	E
A	S	A	F	T	L	T	W	W	I	L	S	I	N	S	F	V	B
L	S	L	W	Q	O	D	P	B	Q	N	W	N	G	C	U	O	K
L	P	W	G	O	O	D	U	G	L	Y	G	G	J	T	L	W	K
E	I	L	C	O	M	F	O	R	T	A	B	L	E	G	M	E	S

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

BAD
BEAUTIFUL
BORING
BRAINLESS
COMFORTABLE
CROWDED
DANGEROUS

EXCITING
FURRY
GOOD
HAPPY
INTERESTING
LARGE
LONG

NICE
SAD
SHORT
TALL
UGLY
WILD

	Activity 2. Match these adjectives with their comparative form.																													
	Points: 1 XP per correct answer.																													
	Reinforcement Work																													
	<table border="0"> <tr> <td>1. big</td> <td>angrier</td> </tr> <tr> <td>2. small</td> <td>smarter</td> </tr> <tr> <td>3. tall</td> <td>funnier</td> </tr> <tr> <td>5. short</td> <td>skinnier</td> </tr> <tr> <td>6. fast</td> <td>bigger</td> </tr> <tr> <td>7. quick</td> <td>smaller</td> </tr> <tr> <td>8. angry</td> <td>lighter</td> </tr> <tr> <td>9. happy</td> <td>tougher</td> </tr> <tr> <td>10. hungry</td> <td>sadder</td> </tr> <tr> <td>11. smart</td> <td>taller</td> </tr> <tr> <td>12. funny</td> <td>quicker</td> </tr> <tr> <td>13. sad</td> <td>shorter</td> </tr> <tr> <td>14. skinny</td> <td>faster</td> </tr> <tr> <td>15. light</td> <td>happier</td> </tr> <tr> <td>16. tough</td> <td>hungrier</td> </tr> </table>	1. big	angrier	2. small	smarter	3. tall	funnier	5. short	skinnier	6. fast	bigger	7. quick	smaller	8. angry	lighter	9. happy	tougher	10. hungry	sadder	11. smart	taller	12. funny	quicker	13. sad	shorter	14. skinny	faster	15. light	happier	16. tough
1. big	angrier																													
2. small	smarter																													
3. tall	funnier																													
5. short	skinnier																													
6. fast	bigger																													
7. quick	smaller																													
8. angry	lighter																													
9. happy	tougher																													
10. hungry	sadder																													
11. smart	taller																													
12. funny	quicker																													
13. sad	shorter																													
14. skinny	faster																													
15. light	happier																													
16. tough	hungrier																													

 	Activity 1. Write a definition for the following adjectives
	Points: 2 XP per definition.
	Extension Work
	1- Brainless → _____ 2- Ugly → _____ 3- Large → _____ 4- Popular → _____ 5- Wild → _____ 6- Heavy → _____ 7- Boring → _____ 8- Dangerous → _____

 	Activity 2. Write the following adjectives in the comparative form.
	Points: 1 XP per correct answer.
	Extension Work
	- Dogs are _____ (intelligent) than rabbits. - Lucy is _____ (old) than Ellie. - Russia is far _____ (large) than the UK. - My Latin class is _____ (boring) than my English class. - In the UK, the streets are generally _____ (narrow) than the streets in the USA. - London is _____ (busy) than Glasgow. - Julie is _____ (quiet) than her sister. - Amanda is _____ (ambitious) than her classmates. - My garden is a lot _____ (colourful) than this park. - His house is a bit _____ (comfortable) than a hotel.

3.11.2. Session 2

 	Activity 1. Write an antonym for each adjective.
	Points: 2 XP per word.
	Reinforcement Work
	1- Ugly → _____ 2- Small → _____ 3- Interesting → _____ 4- Comfortable → _____ 5- Fat → _____ 6- Good → _____ 7- Near → _____ 8- Long → _____

 	Activity 1. Write the comparative form of the following adjectives
	Points: 2 XP per correct answer.
	Reinforcement Work
	1- Ugly → _____ 2- Small → _____ 3- Interesting → _____ 4- Comfortable → _____ 5- Fat → _____ 6- Good → _____ 7- Near → _____ 8- Furry → _____

 	Activity 1. Write a sentence with the following adjectives
	Points: 2 XP per sentence.
	Extension Work
	1- Short → _____ 2- Young → _____ 3- Far → _____ 4- Happy → _____ 5- Intelligent → _____ 6- Furry → _____ 7- Colourful → _____ 8- Exciting → _____

 	Activity 2. Write a comparative sentence with the following adjectives
	Points: 2 XP per sentence.
	Extension Work
	1- Short → _____ 2- Young → _____ 3- Far → _____ 4- Happy → _____ 5- Intelligent → _____ 6- Furry → _____ 7- Colourful → _____ 8- Exciting → _____

3.11.3. Session 3

Activity 1. Look at the pictures and write three adjectives that describe them



Points: 1 XP per sentence.



Reinforcement Work



Penélope is _____



London is _____



Koalas are _____



Activity 2. Match these adjectives with their superlative form.

Points: 1 XP per correct answer.

Reinforcement Work

1. big	saddest
2. small	smartest
3. tall	tallest
5. short	hungriest
6. fast	happiest
7. quick	toughest
8. angry	fastest
9. happy	quickest
10. hungry	biggest
11. smart	funniest
12. funny	skinniest
13. sad	lightest
14. skinny	angriest
15. light	smallest
16. tough	shortest

Activity 1. Look at the pictures and write a sentence that describe them

Points: 1 XP per sentence.



Extension Work



 	Activity 2. Write the following adjectives in the superlative form
	Points: 1 XP per correct answer.
	Extension Work
	1. London is (large) city in England. 2. Cheetahs are (fast) animals in the world. 3. Whales are (big) animals. 4. San Francisco is (beautiful) city in the United States. 5. Summer is(good) season of the year.

3.11.4. Session 4

 	Activity 1. Write a synonym for each adjective.
	Points: 2 XP per word.
	Reinforcement Work 1. Big → _____ 2. Interesting → _____ 3. Boring → _____ 4. Comfortable → _____ 5. Dangerous → _____ 6. Bad → _____ 7. Popular → _____ 8. Old → _____

 	Activity 1. Write the superlative form of the following adjectives
	Points: 2 XP per correct answer.
	Reinforcement Work 1. Happy → _____ 2. Bad → _____ 3. Far → _____ 4. Colourful → _____ 5. Brainless → _____ 6. Nice → _____ 7. Intelligent → _____ 8. Furry → _____

 	Activity 1. Write a sentence with the following adjectives
	Points: 2 XP per sentence.
	Extension Work
	1. Brainless → _____ 2. Old → _____ 3. Near → _____ 4. Sad → _____ 5. Crowded → _____ 6. Fast → _____ 7. Comfortable → _____ 8. Boring → _____

 	Activity 2. Write a superlative sentence with the following adjectives
	Points: 2 XP per sentence.
	Extension Work
	1. Brainless → _____ 2. Old → _____ 3. Near → _____ 4. Sad → _____ 5. Crowded → _____ 6. Fast → _____ 7. Comfortable → _____ 8. Boring → _____

3.11.5. Session 5

 	Activity 1. Complete the following adjectives.
	Points: 1 XP per word.
	Reinforcement Work
	1. C _ L _ _ R F _ _ 2. _ N T _ _ E _ _ I _ G 3. _ _ P P _ 4. _ _ R R _ 5. _ A _ 6. G _ O _ 7. P _ _ U _ _ R 8. _ A _ _ E _ O _ S 9. _ I _ E 10. _ E _ _ Y

 	Activity 1. Write the following adjectives in the comparative or superlative form.
	Points: 1 XP per correct answer.
	Reinforcement Work
	1. The clothes here are _____ (good) than in my town. 2. That's my _____ (bad) mark ever! 3. It's _____ (far) than I thought – I think we're lost. 4. That's the _____ (disgusting) meal I've ever had! 5. I hope your team's _____ (lucky) today than last week. 6. They're _____ (happy) in their new school than in their old one. 7. It's the _____ (good) song on the album. 8. Your spaghetti sauce is _____ (tasty) than my mum's.

	Activity 1. Write a short text (50 words approximately) including as many adjectives as possible.
	Points: 1 XP per correct answer.
	Extension Work

 	Activity 2. Write the following adjectives in the comparative or superlative form.
	Points: 1 XP per correct answer.
	Extension Work 1. This exercise is (easy) that one. 2. The River Tagus is (long) the River Mondego. 3. This car is (expensive) of the three. 4. Mount Everest is (high) mountain in the world. 5. Marie is (tall) her brother. 6. This is (interesting) TV programme I have ever seen. 7. He was (thin) person in the competition. 8. Would you like to do a (difficult) exercise? 9. They say the weather is going to get (good) tomorrow. 10. This is (ridiculous) thing I have ever heard. 11. That was (hard) exam we have ever done. 12. The economic situation is getting (bad) day by day. 13. This is (enjoyable) experience I have had. 14. My car is definitely (economical) a Rolls-Royce. 15. A five-star hotel is (comfortable) a three-star hotel.

3.11.6. Session 6

	Activity 1. Name 3 things that... Complete the following sentences.
	Points: 1 XP per word.
	Reinforcement Work
	NAME THREE THINGS THAT... - are beautiful → _____ - are interesting → _____ - are far → _____ - are near → _____ - are colourful → _____ - are furry → _____ - are heavy → _____ - big → _____

	Activity 1. Translate the following sentences.
	Points: 1 XP per sentence.
	Reinforcement Work
	1- Londres está más abarrotada que Granada. _____ 2- Ibiza es el lugar más interesante del mundo. _____ 3- El cine está más lejos que el teatro. _____ 4- El gato de Emily es el más peludo de la ciudad. _____ 5- Mi cama es la más cómoda. _____ 6- Mi ordenador es más grande que el tuyo. _____ 7- Este es el peor coche del mundo. _____ 8- Los delfines son más inteligentes que los tiburones. _____ 9- Pekín es la ciudad más lejana. _____

	Activity 1. Complete the following crossword.
	Points: 1 XP per word.
	Extension Work

Comparative and Superlative Adjectives

Across 3. Comparative form of BEAUTIFUL 6. Superlative form of FAR 7. Superlative form of BAD 9. Comparative form of NICE 10. Comparative form of WILD	Down 1. Comparative form of GOOD 2. Superlative form of HAPPY 4. Superlative form of LONG 5. Superlative form of POPULAR 8. Comparative form of BIG
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	Activity 2. Watch the following video and write as many comparative and superlative sentences as you can.
	https://www.youtube.com/watch?v=UtcB2Y_ohcl
	Points: 1 XP per sentence.
	Extension Work

3.12. Evaluation

The following section will be divided into evaluation criteria and assessment learning standards, which are selected from the legal documents, evaluation and assessment tools used in class.

In this way, firstly it is going to be presented the evaluation criteria and assessment learning standards selected from Royal Decree 1105/2014 from Boletín Oficial del Estado (N.3, Sec. I., pp. 424-427) and that are connected with the contents mentioned previously:

EVALUATION CRITERIA		INDICATORS/ALS
Listening (25%)	1.1. To identify essential information in short oral texts including comparative and superlative adjectives.	3. Identifies the main ideas of a conversation between two or more interlocutors.
	1.6. To recognize oral vocabulary related to adjectives.	
	1.5. To use grammatical knowledge in order to understand oral texts by means of specific syntactic constituents.	4. Understands explanations and points of view from a conversation in which s/he can be involved.
Speaking (25%)	2.2. To know and apply proper strategies to produce oral texts or short dialogues using lexical elements.	4. Takes part in conversations or interviews and exchanges information.
	2.6. To know and use oral lexical repertoire in order to communicate information and opinions.	3. Participates adequately in conversations about daily topics.
Reading (25%)	3.4. To distinguish the most relevant communicative functions from a text.	2. Understands the main ideas in a text.
	3.6. To recognize written vocabulary related to adjectives.	
	3.1. To identify relevant information in written texts including comparatives and superlatives.	5. Finds specific information in a text.
	3.5. To recognize and apply syntactic constituents to the comprehension of texts.	

Writing (25%)	4.2. To know and apply adequate strategies in order to elaborate short written texts.	3. Takes notes about relevant information.
	4.4. To organize written texts using adequate discourse patterns in order to respect coherence and cohesion	4. Writes a comparative text adequately.

Table 1. Evaluation criteria and indicators.

Secondly, this unit is going to be evaluated following the next criteria:

EVALUATION TOOLS

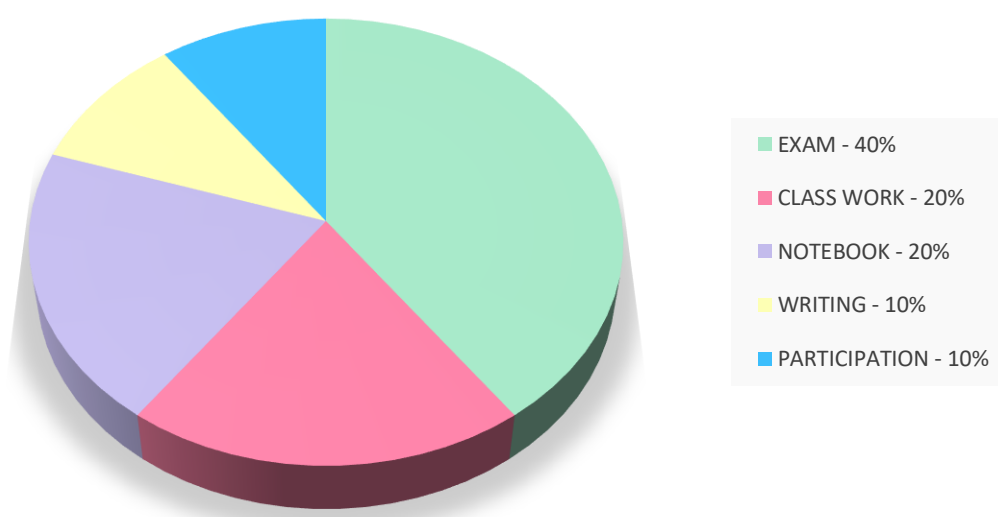


Table 2. Evaluation tools.

Finally, taking into account the assessment tools, the following are going to be used:

- Tasks: to check if they do the activities they are said
- Observance: to check that students participate actively and contribute to group work
- Notebook: to verify that their notebooks are complete
- Rubric: it will be used to test their writings.

CATEGORY	2	1.5	1	0.5
Gramática y Vocabulario	El alumno no comete errores de gramática y vocabulario.	El alumno comete 1-3 errores de gramática y vocabulario.	El alumno comete 4-6 errores de gramática y vocabulario.	El alumno comete más de 6 errores de gramática y vocabulario.
Ortografía y signos de puntuación	El alumno no comete errores de ortografía y signos de puntuación.	El alumno comete 1-3 errores de ortografía y signos de puntuación.	El alumno comete 4-6 errores de ortografía y signos de puntuación.	El alumno comete más de 6 errores de ortografía y signos de puntuación.
Coherencia y cohesión	Las ideas fueron expresadas de una manera clara y organizada.	Las ideas fueron expresadas en una manera muy clara, pero la organización pudo haber sido mejor.	Las ideas tenían cierta organización, pero no fueron muy claras.	El texto parece ser una colección de oraciones no relacionadas. Fue muy difícil comprender de qué trataba.
Número de palabras	El texto tiene entre 100 - 120 palabras.	El texto tiene entre 90 - 100 palabras.	El texto tiene entre 80- 90 palabras.	El texto tiene menos de 80 palabras.
Caligrafía	El texto está nítidamente escrito, sin ninguna corrección que llame la atención.	El texto está nítidamente escrito con 1-2 correcciones que llaman la atención (como tachones).	La escritura en general es legible, pero el lector es difícil comprender algunas palabras.	Muchas palabras son difíciles de leer o hay varias correcciones que llaman la atención.

Table 3. Writing rubric.

3.13. Summary chart

UNIT: Unit 5: <i>Tell me how it is</i>		Term: 2 nd (20-21)	Grade: 3 th CSE	Nº of sessions: 6 (55' each)	
JUSTIFICATION					
The title of the didactic unit is <i>Tell me how it is</i> and it is aimed at encouraging students to become aware of the world and people around them and at providing them with sufficient language in order to talk about it. Thus, it is based on the <i>Objective i</i> from <i>Royal Decree 1105/2014</i> , <i>b</i> from <i>Decree 111/2016</i> and 12 from the <i>Order of July 14th 2016</i> .					
CONTEXTUALIZATION					
This topic is thought to be taught in the 2 nd term, approximately in February. The class has 24 students, of whom 11 are girls and 13 are boys. One of the students has ADHD, who does not need relevant educational support. Generally, the curricular level they have is an A2. The classroom is a typical one from a public high school in Torredelcampo (Jaén), which is divided into individual tables so that it can help the mobility of the students when doing group work. The classroom has a digital board and a blackboard.					
INTERDISCIPLINARITY		History		Centre of interest: Description of people, things, animals and places	
CROSS-CURRICULAR ISSUES		Women's equality and Andalusian culture			
OBJECT. OF STAGE	RD 1105/2014 Decree 111/2016	Decree 111/2016		KEY COMPETENCES	21 st c SKILLS
	b, i	b			
FL OBJECT.	Order July 14th 2016			CLC MSTC DC CEAA	Critical Thinking and Problem-solving Creativity and Innovation Collaboration, Teamwork Cross-cultural understanding
	1, 2, 3, 5, 9, 11 12,				
Didactic aims		To be able to compare two or more things. To be able to highlight the main aspects of people, things, animals or places. To acquire sufficient language to describe people, things, animals or places.			
CONTENTS					
Comprehension / Production strategies		1	Recognizing and identifying vocabulary related to adjectives. Listening to and understanding songs and videos about comparatives and superlatives.		
		2	Producing comparative and superlative sentences. Describing people, things, animals or places.		
		3	Reading and understanding descriptive texts. Reading and understanding comparative and superlative texts.		
		4	Writing words, sentences and short texts using comparative and superlative adjectives. Writing a text comparing two pictures.		
Linguistic exponents		Recycled language	<i>Bad, beautiful, big, boring, far, good, intelligent, long, old, short, tall, young.</i>		
		Vocabulary	<i>Brainless, colourful, comfortable, crowded, dangerous, exciting, furry, handsome, popular, pretty, scary, ugly, wild.</i>		
		Linguistic structures	<i>-er than... more than... the -est... the most...</i>		
		Grammar	<i>Comparatives and Superlatives</i>		
Communicative function		Comparing two or more people, things animals or places and highlighting important aspects			
Socio-cultural and sociolinguistic function		Music and cinema and dances of English-speaking countries			

CLASSROOM PROCEDURE /STEP BY STEP PLANNING	
SESSION 1	SESSION 2
- Alphabet Game (GW, WC; 20') - Guess who? (IW; 10') - The Grammar Gameshow (GW; 15') - Fill in the blank (IW; 10')	- Hot Potato Game (WC; 10') - Reading (IW; 10') - Correct the mistakes (IW; 10') - Just One Question (IW, GW; 15') - Comparative Lyrics (IW; 10')
SESSION 3	SESSION 4
- Blackboard Scrabble (PW; 15') - Battleship Game (PW; 15') - The Grammar Gameshow (GW; 15') - Fill in the blanks (IW; 10')	- Reading (IW; 15') - Listening (IW; 15') - Superlative Women (IW, WC; 25')
SESSION 5	SESSION 6
- Compare the pictures and discuss (PW, WC; 15') - Writing (IW; 20') - Running Dictation (GW; 20')	- Comparative and Superlative Scenes (GW; 15') - Escape Room (PW; 30') - Self-evaluation (IW; 10')
DIVERSITY OUTREACH	
ADHD child: s/he will be provided with more time or shorter exercises.	
Reinforcement work	Extension work
- Word search and match (Session 1) - Write antonyms and comparatives (Session 2) - Write adjectives and match (Session 3) - Write synonyms and superlatives (Session 4) - Complete (Session 5) - Name 3 things and translate (Session 6)	- Write a definition and complete (Session 1) - Write sentences (Session 2) - Write sentences and complete (Session 3) - Write sentences (Session 4) - Write a short text and complete (Session 5) - Complete and write sentences (Session 6)

EV. CRITERIA		INDICATORS / ALS	ASSESSMENT TOOLS
L 25%	1.1 / 1.6	3. Identifies the main ideas of a conversation between two or more interlocutors.	- Rubric - Tasks - Observance - Notebook
	1.5	4. Understands explanations and points of view from a conversation in which s/he can be involved.	
S 25%	2.2	4. Takes part in conversations or interviews and exchanges information.	
	2.6	3. Participates adequately in conversations about daily topics.	
R 25%	3.4 / 3.	2. Understands the main ideas in a text.	MATERIALS
	3.1 / 3.5	5. Finds specific information in a text.	
W 25%	4.2	3. Takes notes about relevant information.	- Digital Board - Blackboard - Mobile phone - Worksheets - Flashcards - Bells
	4.4	4. Writes a comparative text adequately.	

Table 4. Summary chart

4. CONCLUSIONS

To go over the main points, we arrive at the concept of gamification, which in conclusion is not the use of games, but the use of game elements in non-game contexts. This is not a new concept, since it has been employed by many companies although we did not realize.

In addition, everyone is familiarized with the dynamics, mechanics and components of games, so once that they are all put together, it is easy to understand that not only are they part of our daily lives but also they are easy to put into practice.

Taking into account the ESL classroom, throughout this project, it has been clarified that these game elements are more than beneficial in order to improve the teaching process. They are a great source of motivation that proves that education has not to be a boring or repetitive task.

However, it is important to repeat the fact that a gamified system must be personalized if we want it to be successful. Students are the reason teachers create or use new methodologies, so they and their feelings are key in every single teaching process.

Finally, I would like to add that before starting working with this topic, I thought that gamification was a simpler process and I have realized that there is a lot of work in an effective gamified system. Nevertheless, I strongly believe that working hard in this methodology is worth it because, taking into account the authors mentioned above, the advantages are way more significant than the disadvantages.

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